

Appendix F: LEA Level Assurances and Related Certification

LEA Level Assurances – REQUIRED

On behalf of the LEA, we, the superintendent and members of the LEA's board of education, agree to:

Establish a well-defined district vision with goals and objectives for student achievement (*including the belief that all students can read at grade level if adequately taught*).

Require, in Year 1, or the first year the teachers work at a Reading First school site, participation of all teachers (K-3 and K-12 special education) in a state-approved AB 466 program, which may be provided by the LEA (with LEA responsible for 80 hours of practicum).

Require, in Year 1, or the first year the principals work at a Reading First school site, participation of all principals in state approved AB 75 Module 1 curriculum that may be provided by the LEA.

Require, in Years 2 and 3, professional development tied to the adopted materials and building on year 1 professional development for K-3 and special education teachers, coaches, coordinators, and principals, in accordance with the LEA's approved plan, and with technical assistance from the Technical Assistance Centers, as requested by the LEA.

Provide ongoing training/follow-up sessions for K-3 and special education teachers, coaches, coordinators, and principals, with technical assistance from the Technical Assistance Centers, as requested by the LEA.

Adopt and fully implement the district's state-adopted K-3 instructional reading/language arts program for K-3 teachers, including the alternate format Spanish translations in Education Code Section 310 classrooms, if appropriate.

Assure the adopted reading/language arts program will be fully implemented and the daily instructional time protected from disruptions for a minimum of 2.5 hours for Grades 1-3 and 1 hour for Kindergarten, through use of a pacing schedule.

Use and support only supplemental materials, technology programs, or staff development programs that support the scientific research-based, adopted reading/language arts instructional program.

Develop and implement an assessment plan for all Reading First schools based on valid and reliable instructional assessments from the recommended list which includes frequently used program monitoring assessment based on the instructional program.

Assure that all school sites will support regular, collaborative, grade-level teacher meetings to discuss use of the instructional program, student results on the selected assessments, and receive additional training.

Develop and conduct an internal evaluation on the effectiveness of its Reading First Program.

Make regular site visits to monitor the level of implementation of the adopted reading instructional program and adherence to the purposes of its Reading First Program.

Assure the C&I administrators and Title I administrators reinforce established district policy guiding the consistent implementation of the adopted instructional reading program, including instructional time, use of scientific research-based instructional strategies, and use of selected assessments.

Assure the LEA's Reading First Program and all other district and site level Language Acquisition, Title I, School Improvement, and Special Education Programs are coordinated.

Assure the LEA's districtwide Reading First Leadership Team meets regularly in accordance with the LEA's approved plan to advise and support the implementation of the Reading First Program.

Assure that private schools have been contacted regarding the LEA's Reading First Program, and if appropriate, that services will be coordinated in compliance with Section 9501 of the No Child Left Behind Act.

LEA Level Assurances - OPTIONAL

- ☐ Use funding to hire reading coaches (1:30 teachers) and/or content experts (1:15 coaches).
- ☐ Assign an appropriate administrative credentialed staff member (with school administration experience and reading/language arts knowledge) to serve as the Coach Coordinator (*this is optional if the district's plan does not include reading coaches; if the plan includes multiple coaches, then this position is required*).
- ☐ Provide coaches sufficient professional development and support for increasing knowledge and experience.
- ☐ Support full access of coaches in all classrooms (*if this option is taken*).

Certification for LEA Level Assurances

I hereby certify that our LEA (school district or charter school) will comply with all the REQUIRED Assurances, and any checked Optional Assurances, for participation in the California Reading First Program.

Name of Local Educational Agency

Signature of Superintendent

Date

Print Name